

## Lake View Elementary

PO Box 685  
Lake View, SC 29563

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	336 Students	
<b>Principal</b>	Kimberly Scott	843-759-3003
<b>Superintendent</b>	Stephen Laird	843-759-3001
<b>Board Chair</b>	Earl Gleason, Jr.	843-464-2288

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	6	47	59	9

## IMPROVEMENT RATING

## GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Average	Good	Yes

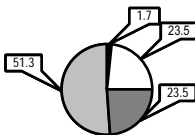
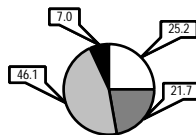
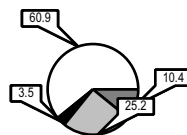
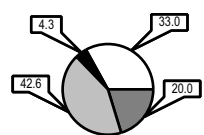
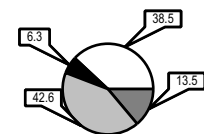
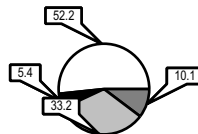
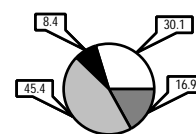
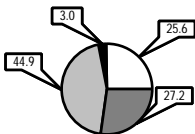
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	124	96.8	25.0	50.9	22.3	1.8	40.2	Yes	Yes
<b>Gender</b>									
Male	52	94.2	34.0	48.9	17.0	0.0	29.8	N/A	N/A
Female	72	98.6	18.5	52.3	26.2	3.1	47.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	59	96.6	16.0	60.0	22.0	2.0	46.0	Yes	Yes
African American	58	96.6	36.4	45.5	16.4	1.8	30.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	101	100.0	20.4	52.7	24.7	2.2	45.2	N/A	N/A
Disabled	23	82.6	47.4	42.1	10.5	0.0	15.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	96.8	25.0	50.9	22.3	1.8	40.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	96.8	25.0	50.9	22.3	1.8	40.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	103	96.1	25.0	51.1	23.9	0.0	38.0	Yes	Yes
Full-pay meals	21	100.0	25.0	50.0	15.0	10.0	50.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	124	96.8	24.1	46.4	22.3	7.1	42.0	Yes	Yes
<b>Gender</b>									
Male	52	94.2	27.7	46.8	23.4	2.1	36.2	N/A	N/A
Female	72	98.6	21.5	46.2	21.5	10.8	46.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	59	96.6	18.0	44.0	32.0	6.0	52.0	Yes	Yes
African American	58	96.6	32.7	45.5	14.5	7.3	29.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	101	100.0	18.3	48.4	24.7	8.6	47.3	N/A	N/A
Disabled	23	82.6	52.6	36.8	10.5	0.0	15.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	96.8	24.1	46.4	22.3	7.1	42.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	96.8	24.1	46.4	22.3	7.1	42.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	103	96.1	25.0	50.0	18.5	6.5	38.0	Yes	Yes
Full-pay meals	21	100.0	20.0	30.0	40.0	10.0	60.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	124	98.4	61.2	25.0	10.3	3.4	13.8
<b>Gender</b>							
Male	52	96.2	62.0	24.0	10.0	4.0	14.0
Female	72	100.0	60.6	25.8	10.6	3.0	13.6
<b>Racial/Ethnic Group</b>							
White	59	98.3	46.2	32.7	15.4	5.8	21.2
African American	58	98.3	77.2	15.8	5.3	1.8	7.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	101	100.0	54.8	30.1	10.8	4.3	15.1
Disabled	23	91.3	87.0	4.3	8.7	0.0	8.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	98.4	61.2	25.0	10.3	3.4	13.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	98.4	61.2	25.0	10.3	3.4	13.8
<b>Socio-Economic Status</b>							
Subsidized meals	103	98.1	64.6	24.0	10.4	1.0	11.5
Full-pay meals	21	100.0	45.0	30.0	10.0	15.0	25.0

<b>Social Studies</b>							
All Students	124	97.6	33.0	42.6	20.0	4.3	24.3
<b>Gender</b>							
Male	52	94.2	40.8	42.9	12.2	4.1	16.3
Female	72	100.0	27.3	42.4	25.8	4.5	30.3
<b>Racial/Ethnic Group</b>							
White	59	96.6	25.5	45.1	21.6	7.8	29.4
African American	58	98.3	43.9	42.1	12.3	1.8	14.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	101	100.0	23.7	48.4	24.7	3.2	28.0
Disabled	23	87.0	72.7	18.2	0.0	9.1	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	97.6	33.0	42.6	20.0	4.3	24.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	97.6	33.0	42.6	20.0	4.3	24.3
<b>Socio-Economic Status</b>							
Subsidized meals	103	97.1	35.8	38.9	22.1	3.2	25.3
Full-pay meals	21	100.0	20.0	60.0	10.0	10.0	20.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	69	100.0	31.8	40.9	25.8	1.5	27.3
	4	72	100.0	40.6	40.6	18.8	0.0	18.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	96.1	19.6	41.3	39.1	0.0	39.1
	4	73	97.3	28.8	57.6	10.6	3.0	13.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	69	100.0	37.9	50.0	9.1	3.0	12.1
	4	72	100.0	40.6	34.8	23.2	1.4	24.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	96.1	15.2	67.4	15.2	2.2	17.4
	4	73	97.3	30.3	31.8	27.3	10.6	37.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	69	100.0	43.9	50.0	6.1	0.0	6.1
	4	72	100.0	59.4	29.0	11.6	0.0	11.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	54.2	33.3	8.3	4.2	12.5
	4	73	97.3	66.2	19.1	11.8	2.9	14.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	69	100.0	27.3	59.1	10.6	3.0	13.6
	4	72	100.0	44.9	42.0	11.6	1.4	13.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	98.0	19.1	59.6	17.0	4.3	21.3
	4	73	97.3	42.6	30.9	22.1	4.4	26.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 336)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.3%	Up from 3.3%	3.6%	2.8%
Attendance rate	96.2%	Down from 97.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 1.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 1.4%	0.0%	0.0%
Eligible for gifted and talented	2.4%	Down from 3.4%	6.8%	10.4%
On academic plans	32.4%	N/AV	46.1%	33.6%
On academic probation	N/A	N/AV	0.5%	1.0%
With disabilities other than speech	4.3%	Down from 6.7%	7.6%	7.5%
Older than usual for grade	3.0%	Up from 2.6%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	52.4%	Up from 47.6%	50.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.0%	N/A	2.8%	2.4%
Teachers with emergency or provisional certificates	5.3%	Up from 4.8%	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 93.9%	87.0%	87.3%
Teacher attendance rate	94.3%	Down from 94.5%	94.9%	94.9%
Average teacher salary	\$40,837	Up 1.7%	\$41,462	\$42,485
Prof. development days/teacher	14.6 days	Up from 14.0 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	No change	17.5 to 1	18.6 to 1
Prime instructional time	88.3%	Down from 89.2%	89.6%	89.7%
Dollars spent per pupil*	\$6,642	Up 5.2%	\$6,876	\$6,557
Percent of expenditures for teacher salaries*	64.0%	No change	63.1%	64.0%
Percent of expenditures for instruction*	72.4%		69.0%	69.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lake View Elementary, a Title One School, is committed to maximizing each student's educational achievement. During the 2005-2006 school year, our faculty and staff used diagnostic information from Measures of Academic Progress to determine each child's strengths and weaknesses. A student profile was created for each student, and teachers used the profiles to individualize instruction for each child.

All students in second through fourth grade participated in the 100 Book Challenge. Three thousand new books were rotated among classrooms, and students received incentive prizes and medals as they reached their reading goals. At each level, teachers and parents worked with students on specific reading skills to help them advance to the next level.

A major emphasis throughout the year was character education. Second Step, a violence prevention program, was implemented school-wide. Weekly character lessons were taught through the use of live action videos, puppets, songs, and classroom discussions. Project Wisdom, a character building program, was utilized daily to encourage students to Be Kind, Be Responsible, and Be The Best You Can Be.

The Lake View Elementary/ Middle School Library won the ETV and State Department of Education's Design By The Book contest. The library will receive a complete makeover, and ETV will record the transformation, which will include equipment upgrades and new books.

Lake View Elementary is committed to providing a positive learning environment where all students are successful on a daily basis.

Kimberly Scott, Principal  
Kenny Miller, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	20	67	44
<b>Percent satisfied with learning environment</b>	85.0%	78.5%	67.4%
<b>Percent satisfied with social and physical environment</b>	63.2%	88.1%	63.6%
<b>Percent satisfied with school-home relations</b>	40.0%	81.3%	58.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.